

1. System support is part of the program's
  - A. foundation.
  - B. delivery system.
  - C. management system.
  - D. accountability system.
2. \_\_\_\_\_ is NOT part of a school counseling program's delivery system.
  - A. Advisory council
  - B. Small-group appraisal
  - C. Consultation
  - D. Professional development
3. \_\_\_\_\_ is frequently considered an indirect service.
  - A. Small-group advisement
  - B. Individual counseling
  - C. Consultation
  - D. Classroom instruction
4. Classroom guidance units
  - A. are not independent.
  - B. address a common topic or theme.
  - C. reach a large number of students.
  - D. All of the above.
5. Individual advisement means
  - A. giving students advice on how to handle personal issues.
  - B. helping students plan for and reach their academic goals.
  - C. working with students in crisis situations.
  - D. All of the above.
6. All of the following statements about crisis response are true, EXCEPT
  - A. it is an immediate intervention.
  - B. it involves diffusing a situation.
  - C. it is usually handled solely by the school counselor.
  - D. it involves initiating a healing process.
7. School counselors can use peer facilitation to
  - A. train students in helping skills.
  - B. teach leadership skills.
  - C. empower students.
  - D. All of the above.
8. "Fair share" responsibilities refer to the belief that
  - A. school counselors should take on equal amounts of school responsibilities as other school personnel.
  - B. all students should contribute to creating a safe learning environment.
  - C. school counselors should ensure that everyone in their department has the same amount of work.
  - D. teachers and school counselors should work the same number of hours.

9. While each of the individuals below should be invited to join, it is considered crucial for the \_\_\_\_\_ to be part of a school counseling advisory program committee.
- A. special education teacher
  - B. school psychologist
  - C. principal
  - D. business leaders
10. \_\_\_\_\_ are detailed strategies for achieving an important outcome.
- A. Management agreements
  - B. Time logs
  - C. Action plans
  - D. All of the above.
11. \_\_\_\_\_ is considered an inappropriate responsibility for a school counselor
- A. Counseling students with disciplinary problems
  - B. Maintaining student records
  - C. Designing individual student academic programs
  - D. Assisting the school principal in identifying and resolving student issues
12. The most important question that the accountability system aims to answer is,
- A. "How are students different as a result of the program?"
  - B. "How many students does the program serve?"
  - C. "Who benefits most from the program?"
  - D. "How much of the program is focused on providing direct services?"
13. Performance standards
- A. indicate how well students are doing academically.
  - B. provide school counselor's with standards of practice.
  - C. outline standards for school counseling programs.
  - D. All of the above.
14. A program audit can be used to see if a school counseling program aligns with
- A. local standards.
  - B. state standards.
  - C. the ASCA National Model.
  - D. All of the above.
15. Which of the following is NOT a true statement about teachers?
- A. Teachers can serve as important allies for school counselors.
  - B. Teachers have the potential to block the school counselor's access to their students.
  - C. Developing a strong relationship with teachers is not vital to implementing a comprehensive program.
  - D. Teachers often help school counselor's deliver classroom guidance lessons.
16. The \_\_\_\_\_ can best help school counselor's connect students in need with appropriate community resources.
- A. school social worker
  - B. school psychologist
  - C. school nurse
  - D. resource teacher

17. The \_\_\_\_\_ can best help the school counselor support students with serious behavioral and/or emotional needs?
- A. school social worker
  - B. school psychologist
  - C. school nurse
  - D. principal
18. It is important to establish positive working relationships with school personnel because
- A. they can provide school counselor's with referrals.
  - B. they can help support or implement the comprehensive school counseling program.
  - C. they can share their expertise and serve as consultants.
  - D. All of the above.
19. The first contact that a parent usually has with a school or the school counseling program is with the
- A. school counselor.
  - B. secretary.
  - C. principal.
  - D. social worker.
20. The ASCA theme of \_\_\_\_\_ involves the systematic identification of student needs and accompanying efforts to ensure that those needs are met.
- A. leadership
  - B. advocacy
  - C. collaboration
  - D. systemic change
21. The ASCA theme of \_\_\_\_\_ describes the activities of professional school counselors within the school and beyond to enact system-wide changes to facilitate student success.
- A. leadership
  - B. advocacy
  - C. collaboration
  - D. systemic change
22. The ASCA theme of \_\_\_\_\_ encompasses schoolwide changes in expectations, instructional practices, support services, and philosophy with the goal of raising achievement levels and creating opportunity and access for all students.
- A. leadership
  - B. advocacy
  - C. collaboration
  - D. systemic change
23. The ASCA theme of \_\_\_\_\_ requires that professional school counselors work with a wide array of stakeholders within the school, school system, and community.
- A. leadership
  - B. advocacy
  - C. collaboration
  - D. systemic change
24. The \_\_\_\_\_ implemented across the domains of academic, career, and

social/emotional development form the foundation of a comprehensive, developmental school counseling program.

- A. Common Core standards
- B. Mindsets and Behaviors
- C. collaboration and teamwork
- D. career development guidelines

25. \_\_\_\_\_ is the “how” of the comprehensive, developmental school counseling program.
- A. Foundation
  - B. Delivery
  - C. Management
  - D. Accountability
26. All of the following statements are true regarding the use of annual agreements EXCEPT
- A. The use of annual agreements is somewhat controversial.
  - B. They help counselors and administrators understand the goals of a school counseling program.
  - C. The agreements are lengthy and detailed documents.
  - D. They remove barriers to effective implementation of services.
27. \_\_\_\_\_ comprise outcomes assessments that document changes in students and other stakeholders through systematic analysis of their performance within various program components.
- A. Program results
  - B. Performance appraisal
  - C. Program assessment analyses
  - D. Data analyses
28. Direct services include all of the following EXCEPT
- A. responsive services.
  - B. core curriculum.
  - C. student planning.
  - D. consultation.
29. The \_\_\_\_\_ system element accounts for the “when,” “why,” and “on what authority” of a comprehensive school counseling program.
- A. foundation
  - B. delivery
  - C. management
  - D. accountability
30. Which of the following is an example of professional development?
- A. In-service training
  - B. Postgraduate education
  - C. Membership in professional associations
  - D. All of the above
31. A noted advantage of classroom guidance is
- A. it enables service delivery to a large number of individuals.

- B. it addresses topics in a preventive manner.
- C. it provides the opportunity to “get to know” students.
- D. All of the above.

32. All of the following components are included in the management system element EXCEPT
- school counselor competencies assessments.
  - performance appraisal.
  - use of time assessments.
  - school counseling program calendar.
33. Core curriculum action plans contain all of the following information EXCEPT
- program results.
  - goals to be addressed.
  - timeline for completion of activities.
  - domains, standards, and competencies.
34. \_\_\_\_\_ provide a mechanism for input, feedback, and evaluation of the school counseling program's activities for a wide range of individuals.
- Action plans
  - Advisory councils
  - Calendars
  - Use of time assessments

### Essays

- Discuss the impact that the creation of the ASCA National Standards had on the school counseling profession.
- What was the purpose of ASCA's National Standards?
- Describe the four main themes infused in the ASCA National Model.
- How do school counselors using the national model design programs that meet the needs of *all* students rather than just those who are in greatest need?
- What are the three domains found in the ASCA Mindsets and Behaviors? How do school counselors meet the needs of students in those three domains?
- Explain the role and purpose of each of the following four components of a comprehensive, developmental school counseling program: foundation, delivery system, management system, and accountability system.
- What are responsive services and what are the tasks of school counselors in this area?
- How is data analysis used to support (a) the school counseling program and (b) student achievement?
- Imagine that you are working at a school where the school counselors engage in numerous inappropriate, non-counseling related activities (e.g., substitute teaching, registering students for classes). What would you do to advocate for the removal of those tasks without hindering any of your working relationships with school personnel?
- Discuss the function and purpose of a school counseling advisory committee. In your response, include an explanation of who should be invited to join the committee, what topics should be addressed, and how often the council should convene.
- Explain how school personnel can support and contribute to the school counseling program's success.
- Describe the importance of creating action plans. Explain how to complete curriculum action plans, small group action plans, and closing-the-gap action plans.
- Describe the advantages of school counseling classroom guidance lessons.
- Describe the importance of school counselors collaborating with classroom teachers.

15. How do the roles of school psychologists and school social workers differ from the role of school counselors? Describe the importance of establishing a collaborative relationship with these providers.
16. How does the accountability system answer the question, “How are students different as a result of the program?”
17. Describe key elements to be included on a school counseling program calendar. What are the advantages of creating a calendar?
18. What is the annual agreement, and why is it important?
19. Explain the statement, “Classroom instructional units are not independent.”
20. Describe key elements of the program foundation, according to the *ASCA National Model*.

### **Activities**

1. Create a classroom guidance lesson based around one of ASCA’s National Standards.
2. Brainstorm possible themes or topics for small-group counseling. Include at least two topics for each domain.
3. Develop a closing the gap action plan to address the needs of low-income middle school students who consistently receive lower test scores and grades than their middle- and upper-income counterparts.
4. Create a sample monthly calendar for an elementary school that includes at least 10 planned activities, with at least one activity for each grade level (K-5).
5. Review the School Counselor Performance Standards found in the *ASCA National Model*. Choose one standard and develop at least three specific program activities you would implement or engage in as a school counselor to uphold that standard.
6. Survey the schools in your area, and find out how many of the school counseling programs follow *ASCA’s National Model*. For those that do, how long did it take the school counselor to fully implement the model? How does *ASCA’s* model compare to the program the school counselor had before?
7. Consider your beliefs and principles about student learning. Compose a mission statement and vision statement for your school counseling program based on your beliefs and ideals.
8. Interview a local school counselor to determine their engagement in appropriate and inappropriate activities, according to the *ASCA National Model*.
9. Interview a school employee who is not a school counselor (i.e., teacher, nurse, administrator) to determine their collaboration efforts with the school counselor. Ask the interviewee to describe the counselor’s roles and responsibilities within the school.
10. Create a sample action plan for a middle school guidance curriculum that includes the goals to be addressed, the domains/standards/competencies, a description of the curriculum, a timeline for completion of activities, and the methods of evaluating student success.

